

# Daily Assignment

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Wednesday, October 17, 2012

## Daily Assignment #120: Oops

Dear Friends and Colleagues,  
I apologize for not blogging for the last 2 weeks. I have not had easy access to the internet. I'm afraid this dilemma continues. I will try to post my next blog on Oct. 21st.

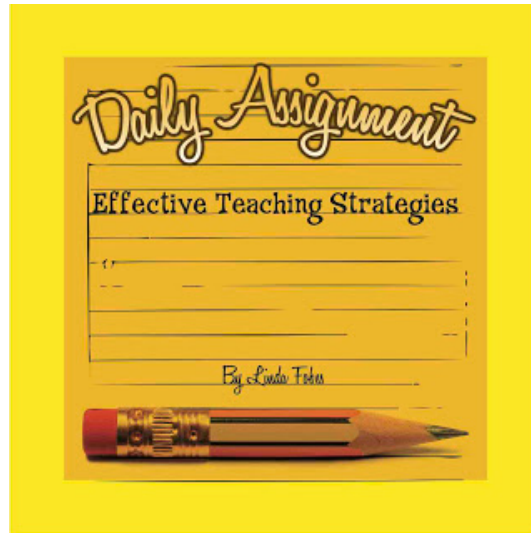
In the meantime, I hope you will take a look at my past blogs.

Best Effort,  
Linda103

P.S. I hope you will take a moment to view my book:

[Daily Assignment: Effective Teaching Strategies](#), at

Amazon.com, just type in Linda Fobes. When you do purchase a copy please write a review. Also, I need to get the word out about my book. I would really appreciate your help in spreading the word. Thanks for your support.



Posted by [linda103](#) at 1:48 PM No comments:

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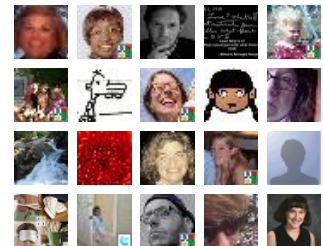
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Sunday, September 30, 2012

## Daily Assignment #119: Calling home

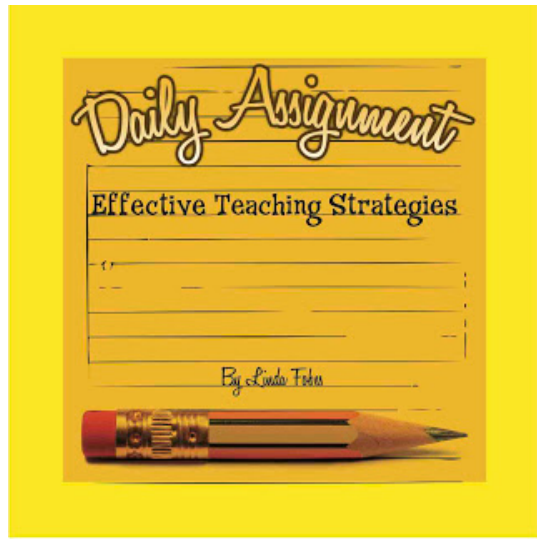
Begin by stating your name and whose teacher you are. Then say that it is not an emergency.

If you are delivering upsetting news about the child, and you are calling on a landline, be aware of the possibility of the message being erased before the parent hears it. I suggest that you do not describe the issue but just say that you would like to speak to a parent. Also, add that you will assume the parent did not get the message if they do not call back and that you will try again. With the common use of cell phones this is probably a moot point.

If you call in the evening from your home phone and do not want your number to show on caller ID use \*67. This prevents the family from getting your phone number, as it will be blocked. But keep in mind blocked calls may not be received.

Please share this link with colleagues and friends.

Also, I hope you will take a moment to check out my new book--



[http://www.amazon.com/s/ref=nb\\_sb\\_ss\\_i\\_o\\_10?url=search-alias%3Dstripbooks&field-keywords=linda+fobes&srefix=linda+fobe%2Cstripbooks%2C3o8](http://www.amazon.com/s/ref=nb_sb_ss_i_o_10?url=search-alias%3Dstripbooks&field-keywords=linda+fobes&srefix=linda+fobe%2Cstripbooks%2C3o8)

Best Effort,  
Linda103

### About Me

**linda103**

Educator for 34 years. Classroom teacher- grades 1,2,3,5,6. Educational consultant for 18 years teaching a graduate level course on effective teaching strategies.

[View my complete profile](#)

Posted by linda103 at 6:45 PM No comments: 

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Sunday, September 23, 2012

## Daily Assignment #118: Announcement

Hello Everyone,

I am so excited to announce the publication of the 2nd edition of my book:

*Daily Assignment: Effective Teaching Strategies*. This new edition includes 105 effective strategies, including the ones from this blog, as well as new ones. These are great strategies for the new and the seasoned teachers.

I am so proud of this book for many reasons-----First, I didn't think it was possible to do. I discovered it is, with the right support and effort. Second, I had an amazing editor, Bill Bramham: [bbramham@comcast.net](mailto:bbramham@comcast.net), to help me with the writing. Third, I had a wonderful, patient person, Bill Chipman, an author himself, guide me through the process of self-publishing. Actually, Bill did it for me.

I hope you will take a look at my book on Amazon.com and purchase a slew of them.

[http://www.amazon.com/s/ref=nb\\_sb\\_noss?url=search-alias%3Dstripbooks&field-keywords=Linda+Fobes](http://www.amazon.com/s/ref=nb_sb_noss?url=search-alias%3Dstripbooks&field-keywords=Linda+Fobes)

Or just go to amazon.com and type in Linda Fobes.

Currently, the cover posted on Amazon is incorrectly worded. Ignore it. We're working on it.

Please share this information with colleagues and friends, spread the word.

Thanks so much for your support.

Best Effort,

Linda

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Posted by linda103 at 7:35 PM No comments: 

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Sunday, September 16, 2012

## Daily Assignment #117: You Are Not An Ogre!

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Posted by linda103 at 7:03 PM 1 comment: 

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Sunday, September 9, 2012

## Daily Assignment #116: Never Assume

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Posted by linda103 at 3:44 PM No comments: 

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Sunday, September 2, 2012

## Daily Assignment #115: Organizing the Teacher's Desk

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Posted by linda103 at 6:26 PM No comments:



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Sunday, August 26, 2012

## Daily Assignment #114: Old/New

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Posted by linda103 at 7:45 PM No comments:



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Monday, June 4, 2012

## Daily Assignment #113: Summer

Well, it's that time of year. A lot of you have already completed another school year and still others are almost there. If you are among those trying to figure out how to bring closure to your school year take a look at Daily Assignments #66-68.

I have been working on a new edition of my book, *Daily Assignment: At-A-Glance: 70 Effective Teaching Strategies*, which I am very excited about. It will include many more effective strategies and hopefully for a lot less money.

I was very fortunate to connect with a freelance editor who really has improved the

quality of my book. I highly recommend this person if you are ever in need of an editor. Please email me for his contact information.

I will let you all know when the 2nd edition is published.

In the meantime, have a wonderful, safe, healthy and well deserved summer.  
I hope to reconnect with all of you in August.

Best Effort,  
Linda1031

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Posted by [linda103](#) at 7:00 AM   No comments:   

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Sunday, May 27, 2012

## Daily Assignment #112: Shut-up vs. Be quiet

Please share this blog with colleagues and friends.

Best Effort,  
Linda103

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Posted by [linda103](#) at 2:36 PM   No comments:   

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Monday, May 21, 2012

## Daily Assignment #111: Sarcasm

I did it again. I'm late in posting this email. My excuse---I forgot to do it. My apologizes to those who were looking for my blog earlier.

Sarcasm is a "sharp, bitter, or cutting expression or remark; a bitter jibe or taunt,

usually conveyed through irony or understatement". It is usually demeaning and cruel and has no place in a classroom. Teachers using sarcasm usually consider it a humorous and witty way to engage or reprimand a student or class. However, sarcasm creates a negative interaction and environment. Students may react with an inappropriate response, which usually leads to negative consequences by the teacher. There will always be one or more students who are worried that they might become the teachers next target for sarcasm. Again, don't use sarcasm in class, it hurts even if you don't think so.

Please share this link with colleagues and friends.

Best Effort,

Linda103

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Posted by **linda103** at 6:58 AM No comments:



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Monday, May 14, 2012

## Daily Assignment #110: Treats

Oops! I got so caught up in our Mother's Day celebration I totally forgot to do my blog, sorry about that. I hope you all had a wonderful day as well.

On another note, I would like to share my thoughts on candy as a reward. I am guilty of being a candy rewarder. I would give 2 Swedish Fish or 1 Life Saver or 1 Hershey Kiss for various reasons, i.e. successful moments, when it would feel like the class was spiraling downward and just because. Simple treats are a quick reward, inexpensive, makes kids happy and can completely change the atmosphere in the classroom. As we become more health conscious, candy may not have a place in your classroom. Many teachers think it isn't a good idea to reward with candy and are concerned about parental disapproval. It might be a good idea to ask parents in a questionnaire at the beginning of the year whether they have an issue with an occasional piece of candy. Of course, if there is a medical issue, you should be aware of that early on.

Please share this blog with colleagues and friends.

If you haven't already, check-out my book on effective strategies:

<http://www.bookemon.com/book-profile/daily-assignment/126409>

Best Effort!

Linda103

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Posted by **linda103** at 5:44 AM No comments:



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Sunday, May 6, 2012

## Daily Assignment #109: Cautions

I've been thinking about the things I wished someone had told me to be cautious about when I first started teaching. I've created this list:

- Never release a student to a stranger. Make sure whomever is picking up a student has permission to do so.
- Touch or not touch. Be very careful. This is such a sensitive topic, particularly if you are a male teacher. There are students who may misinterpret a touch. There are also students who are tactile sensitive. I've always been a big hugger. However, there are students I am cautious about approaching. There are also students who might approach you and it is not comfortable. You need to make this call, be careful.
- On a similar note, if you find yourself alone with a student in the classroom, leave the door open. Consider stepping out in the hallway with the student.
- Continuing on this theme, DO NOT drive a student in your car. There are so many reasons not to do this and you probably know them. You may have the best intentions but if you were ever to get into an accident or a student accused you of something terrible your life would become not good. Just don't do it.
- If you have a desk make sure it is facing the door so that you can see who is coming and going from your classroom.
- No matter how frustrating/disruptive a student maybe, never send him/her out of the room unescorted.
- Never leave your class unattended. Check to see what the policy at your school is for stepping out of the class for just a moment, e.g. bathroom. Some districts require a licensed teacher, in other districts it can be any staff member.
- Do not dispense medication, including vitamins, cough drops, ointments, ice. Check the schools policy on sending students to the nurse and procedures for medication. The school nurse should notify you of students with allergies or on medications. If a student may need an Epi-pen make sure the nurse instructs you on how to use it. For every field trip, or activity out of range of the nurse, make sure you have an emergency kit, especially the Epi-pen.
- Report accidents. Don't take any chances that it is nothing. Better to err on the side of caution than not. Notify parents. Parents do not like to hear about their child getting hurt 2 days later. And document everything.
- If there is something off for a student and you are not sure what to do about it speak with the school guidance counselor. Document everything. I continue to keep my documentation of some students just in case.
- Know the school's Emergency Plan. The school I was in did not have one until after a situation. As a result, there was chaos. Staff and students did not know where to go. Parents didn't know where to find their child. It was a chaotic mess.
- Preview videos that you are going to show to your class. I started a video once only to discover it had been taped over with an orgy scene from a Dracula movie. Talk about panicking.



Other than that, please feel free to move about the cabin. LOL

Please share this blog with colleagues and friends.

Also, you haven't already take a look at my book on effective strategies:

<http://www.bookemon.com/book-profile/daily-assignment/126409>

Best Effort,

linda103

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Posted by **linda103** at 9:45 AM No comments: 

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Sunday, March 25, 2012

## Daily Assignment #108: Building Capacity

A visual strategy I used to help my students understand how much effort it takes to build capacity was a cutout of a large rhombus. At the top of the rhombus was the word Effort. At the opposite end was the word Capacity.



When new content was introduced, whether it was learning how to read, learning borrowing or carrying, a piece of music, whatever it might have been, I would begin by putting a Popsicle stick, or anything that can represent a bar, at the bottom of the rhombus by CAPACITY. I would explain that the stick was at the bottom because we were learning something new and had to put in a lot of EFFORT to build CAPACITY, which was represented by all the area above the stick. As the students became more proficient with the material the stick would be moved upward to represent that they had built CAPACITY and the amount of EFFORT they needed was decreasing.

You can use this strategy with the whole class, a group or for individuals. Keep the rhombus in a very visible place. I found the students were very encouraged and motivated by the movement of the stick.

Before you use this strategy, you will need to:

1. Name it.
2. Explain the purpose, including defining the terms, CAPACITY and EFFORT.
3. Show how it will work.

On another note, I will not have access to the internet until May 6th. Please take this interlude to revisit previous Daily Assignment blogs. You can also refer to my book:

<http://www.bookemon.com/book-profile/daily-assignment/126409>

Please share this blog with colleagues and friends.

Best Effort,

Linda103

Posted by linda103 at 7:07 PM No comments:



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Sunday, March 18, 2012

## Daily Assignment #107: Feedback

Feedback can be given in many forms. Primary teachers have a tendency to give feedback in the form of cute drawings, stickers and/or positive words, e.g., "Super," "Wow," "Great job," "Well done," or at the other end of the spectrum, "You can do better," "Try again," "Try harder." Middle school and high school teachers give percentages or letter grades. There are times when all of these types of feedback are appropriate. However, none of them help students to improve their performance.

Feedback to improve student performance should be:

- Timely
- Specific
- Understandable
- Formed to allow for self-adjustment

Wiggins, 1998

I would add "in the form of a *nonjudgmental statement*" to this list.

What does nonjudgmental feedback look and sound like?

Examples:

- "This essay includes an opening sentence and 3 supporting sentences. It does not include a closing sentence." (*This feedback provides the student with what they did correctly and what they need to improve on. I try not to use the word "you" in the feedback. Feedback sounds less judgmental without the word "you".*)
- "The correct operation was used to solve this equation. However, the calculation is incorrect."
- "The hypothesis is stated correctly. Only two, out of the required three, forms of data have been recorded. A conclusion has not been included in this write-up."
- "This story includes a beginning, middle and ending. Punctuation marks are not included throughout the story."

If the students don't understand the feedback a rubric will provide clarity, especially if exemplars are included.

Nonjudgmental feedback takes time and a lot of thought. I suggest using nonjudgmental feedback on one set of papers the first week, to practice the language and then increasing the number of sets of papers each week. The more practice the easier and quicker assessing assignments will become.

Please share this blog with colleagues and friends.

If you haven't already, check-out my book on effective strategies:

<http://www.bookemon.com/book-profile/daily-assignment/126409>

Best Effort,  
Linda103

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Posted by [linda103](#) at 6:31 PM No comments: 

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Sunday, March 11, 2012

## Daily Assignment #106: Reinforcing Effort Leads to Achievement

Research shows that students may not make the connection between their level of effort and their level of achievement. As a result, teachers may need to teach this relationship. Robert Marzano states, "Students who believe the amount of effort they put into a task increases their achievement actually do better." When students meet with success, when attempting to reach a specific goal, they should receive some form of recognition for their **efforts**.

Marzano's recommendations for classroom practice include:

- explicitly teach students that effort can improve achievement
- ask students to chart effort and achievement
- establish a rationale for recognition
- follow guidelines for effective and ineffective praise
- use recognition tokens
- use the pause, prompt, and praise technique (Daily Assignment #99: Pause, Prompt, Praise)

Classroom Instruction that Works by Robert J. Marzano, Debra J.

Pickering, Jane E. Pollock

Using rubrics helps to raise student awareness that learning is incremental and that the more effort they expend the greater their achievement will be. (Refer to Daily Assignment #25: Rubrics)

In Daily Assignment #69 I shared the reasons why I close each blog with "Best Effort". Changing our language, as the models for our students, will reinforce the importance of effort.

Please share this blog with colleagues and friends and consider becoming a "Follower".

If you haven't already, check-out my book on effective strategies: <http://www.bookemon.com/book-profile/daily-assignment/126409>

Best Effort,  
Linda103

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Posted by linda103 at 3:52 PM No comments: 

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Sunday, February 19, 2012

## Daily Assignment #105: Extended Family Trips

Over the years I found it challenging when a parent would come to me and say, "Eddie won't be in school next week. We're going on vacation. Please prepare work for him to do while we are away."

I totally understand parents traveling before or after the scheduled school vacations so that they may get that primo airfare. However, parents don't realize all the challenges and disruptions these extended trips/vacations have on the classroom and the teacher.

My response to these parents changed over the years. At the beginning of my career I would prepare all that work for the student to take on their vacation, only to have it returned to me unfinished or never returned at all. I don't think parents are aware of how much time it takes to prepare this work for their trip/vacation.

It was difficult to be pleasant to the habitual vacation family or the ones who would return all tanned and mellow and then expect me to catch their child up on everything the child had missed, or the parent who brought their child to school straight from the airport where they had just returned from an 8-hour flight expecting me to deal with an exhausted child.

### ***What I've learned:***

1. Some trips/vacations are worth it, especially those in which the child would learn so much by the experience, such as a travel-learning trip/vacation.
2. **Don't** prepare the work for the student to take with them. Instead, tell the parent to have the student read 20-30 minutes each night, perhaps keep a reading journal. The parents should design 5-10 math problems each night for the child to solve. Also, have the student keep a journal, with photos or drawings, of their trip. Parents can also buy commercially produced workbooks.
3. Save all the work that is done during the student's absence. Give the work to the parents to do with the student at home and then return finished products for grading. Make sure to give the parent a deadline for the work to be returned.
4. It becomes increasingly more difficult for a student to miss school after grade 2, due to mandated testing.

Check to see what your district or school's policy is on this issue before you decide what you will be doing. If there isn't a policy it would be beneficial for your school to establish one.

Please share this blog with colleagues and friends.

Also, take a moment to check-out my book on effective strategies:

<http://www.bookemon.com/book-profile/daily-assignment/126409>

On another note, I will not have access to the Internet until Sunday, March 11th. In the meantime, browse through the strategies included in this blog and find one that you would like to experiment with.

Best Effort,  
Linda103

Posted by [linda103](#) at 3:27 PM No comments: 

[Recommend this on Google](#)

Sunday, February 12, 2012

## Daily Assignment #104: Writing Objectives

When I started teaching, writing the objectives for a lesson was something you did when you were student teaching. Now, objectives for lessons are required. Some districts/schools require teacher to post the objectives in the classroom for a lesson so that students understand what they are to know and be able to do by the end of class. My experience, not only as a student, as a beginning teacher was more of "guess what's on the teacher's mind." My instruction was also activity driven, meaning I really wasn't sure what the students were supposed to know or be able to do but I sure knew they were having fun.

Since those beginning years, I have learned a great deal about understanding objectives of lessons and how to articulate them. Let me share with you an abbreviated version of how to write objectives.

**First**, look at your lesson and decide what it is you want students to know and to be able to do as a result of the learning experience.

**Second**, write--"Students will know... and be able to..."

Objectives should be specific, observable, measurable and contain verbs, such as the ones listed below:

### Objective language:

Cite, Choose, Define, Label, List Locate, Match, Name, Arrange, Classify, Describe, Diagram, Draw, Explain, Identify, Apply, Demonstrate, Illustrate, Interpret, Predict, Categorize, Differentiate, Predict, Conclude, Critique, Support, Evaluate, Contrast, Interpret, Solve, Prove, Research, Write, State, Discuss, Estimate, Summarize, Analyze.

There are many more verbs that can be used to describe what students will know and be able to do, this is just a few.

### Examples:

- Students will know and be able to state five facts about the planet Mars.

- Students will know how to solve an algorithm in division with 5 digit numbers and be able to solve 10 division algorithms.
- Students will be able to define a persuasive essay and write a 3 paragraph persuasive essay.
- Students will know 3 shapes and 4 colors and be able to use the vocabulary in describing a picture.
- Students will know how to summarize a story and be able to use a summarizing graphic organizer.

Of course, you need to translate objectives into kid friendly language. For younger students, giving the objective in verbal form is more appropriate than writing on a chart/smart board. For older students, posting the objectives, and verbally giving them, is important.

Your students will pay much more attention to the lesson because they know what they will need to know and be able to do after the lesson. It is so much better to have them have this information than to have them sitting in front of you trying to guess what's on your mind.

Please share this link with colleagues and friends.

Please check-out my book on effective strategies:

<http://www.bookemon.com/book-profile/daily-assignment/126409>

Best Effort!

Linda103

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Posted by **linda103** at **4:41 PM**   **No comments:**   

[Recommend this on Google](#)

Sunday, February 5, 2012

## Daily Assignment #103: Designing a Unit of Study

Designing a unit of study can be very overwhelming. Let me break it down in more manageable steps for you.

1. Begin with researching the topic. Keep a list of resource materials. Make sure to use the latest resources on the topic. Become knowledgeable.
2. Decide what it is that students are to know and to be able to do by the end of this unit.
3. How will learning be assessed and how frequently?
4. Do an Activator with the students to find out how much they already know about the topic and any misconceptions or confusions they may have on the topic (refer to Daily Assignments #41-44, #53, #82)
5. Using the data from the Activator start designing the unit.

Questions to ask while planning the unit:

- What is the time span for this unit?
- How frequently will I be teaching this unit, e.g., everyday, every other day? How many lessons will I need?
- Knowing the objectives, what will the each lesson include?
- What thinking skills should be included? (refer to Daily Assignment #17, #18-19)
- In thinking about each lesson, what effective strategies can be included to meet the needs of all my students? (refer to all the Daily Assignments)
- What strategies can be used to include the visual, auditory and kinesthetic learners? (refer to all the Daily Assignments)
- What projects or activities, which will promote understanding, can be incorporated into the lessons? Include a rubric. (refer to Daily Assignment #25)
- What summarizers should be used? (refer to Daily Assignment #46-50, #53, #86)

As you teach this unit keep notes on how things are going. In that way, when you teach this unit again, you will remember the stumbling blocks and the successes. Don't worry if you don't get everything in the first time, just keep building on what you have each year. Also, keep samples of students' work for reference, particularly when using a rubric.

Please share this blog with colleagues and friends. Also, take a moment to check-out my book on effective strategies. <http://www.bookemon.com/book-profile/daily-assignment/126409>

Best Effort!

Linda103

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Posted by **linda103** at 2:14 PM No comments: 

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Sunday, January 29, 2012

## Daily Assignment #102: "Top 9" Effective Teaching Strategies

Robert Marzano, a leading researcher in education, has identified a "Top 9" List of effective teaching strategies, which contribute to higher levels of student achievement:

1. Identifying similarities and differences (Daily Assignment #17, #18)
2. Summarizing and note taking (Daily Assignment #46-#50,

#53)

3. Reinforcing effort and providing recognition (Daily Assignment #69)
4. Homework and practice (Daily Assignment #78, #85)
5. Nonlinguistic representations such as mental images, graphs, acting out content (Daily Assignment #18)
6. Cooperative learning (Daily Assignment #26)
7. Setting objectives and providing feedback (Daily Assignment #25, #58)
8. Generating and testing hypotheses
9. Activating prior knowledge via questions, cues, advance organizers (Daily Assignment #41-#44, #53)

Source: Marzano, 2003

As you can see I have covered most of the "Top 9" in my blogs. Including one, some or more of the "Top 9" in daily instruction will make a difference in student learning.

Please share this blog with colleagues and friends. Also, take a moment to check out my book on effective strategies:

<http://www.bookemon.com/book-profile/daily-assignment/126409>

Best Effort,  
Linda 103

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Posted by [linda103](#) at 7:43 PM No comments: 

[Recommend this on Google](#)

Sunday, January 22, 2012

## Daily Assignment #101: Scaffolding Learning

In the 1970s Jerome Bruner, a cognitive psychologist, coined the phrase Scaffolding Learning, which means ways in which a learner can be supported in acquiring new knowledge, achieving a new task or developing a new skill.

Teacher support varies, depending on the needs of the students. Support may also increase or decrease in level of intensity depending on the needs of the students.



Possible support strategies may include:

- Verbal or written prompts which remind students of key information.
- Assisting when learning a new motor skill
- Study guides
- Using mnemonics to help in remembering multiple steps
- Constructive feedback
- Working with a partner/group
- Using technology
- Diagrams/graphic organizers

**Example:** Teacher: What color is the sky?

Student: Blue.

Teacher: What else is blue? Can you see something blue?

Student: I can see a blue...

The teacher in this interaction is scaffolding the student's learning about color.

**Example:** Emergent Writers

1. Teacher scribes student's words
2. Teacher and student work together
3. Student works at the writing process independently.

**Example:** Teaching Graphic Organizers

1. Teacher selects G.O., fills in Main Idea and subordinate ideas, students observe.
2. Teacher selects G.O., students fill in Main Idea, students and teacher fill in subordinate ideas.
3. Teacher selects G.O. students fill in Main Idea and subordinate ideas
4. Student selects G.O., fills in Main Idea and subordinate ideas.

In the 2nd and 3rd example the teacher gives direct instruction, prompts, specific feedback, encouragement, then turns the responsibility of learning over to the student and finally the teacher becomes an observer.

If possible, a teacher should try to plan in advance the type of scaffolding students will need when introducing new knowledge or skills. Scaffolding is temporary. The teacher, as in the examples above, slowly withdraws the support as the student becomes more proficient in their learning. As Vygotsky's said, "What the child is able to do in collaboration today he will be able to do independently tomorrow."

Please share this blog with colleagues and friends.

You can find my book on effective strategies at:

<http://www.bookemon.com/book-profile/daily-assignment/126409>

Best Effort,

Linda103

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Posted by linda103 at 7:07 PM No comments: 

[Recommend this on Google](#)

Sunday, January 15, 2012

## Daily Assignment #100: Annoying Classroom Behaviors

We all have experienced those annoying classroom behaviors by our students, e.g. chatting, sharpening pencils at inopportune moments, not cooperating within a group, etc...

What to do...

1. Set-up a group contract using classroom rules that have been established.
2. Review the rules, weekly or daily, until the students can successfully adhere to them.
3. Use direct and specific reprimands, "Stop talking and work on your math problems, please."
4. Frequently give praise to whole class, "Thank you for working so quietly."  
"Thank you for cleaning your area so quickly."
5. Be proactive. If you see a student becoming distracted intervene quickly.  
"Harry, you with us?"
6. Use the "Look", Daily Assignment #95.
7. Frequently circulate around the room.

For the student who continues to have difficulty, designing an individual contract maybe necessary.

On a personal note, writing 100 blogs feels like a major milestone. I have surprised myself with how much I had to share. At this point, I have decided to slow down a bit. So, beginning this week I will be doing my blog just once a week, Sunday evenings. I hope you will continue to check all previous blogs for ideas and check-in each Sunday evening. In the meantime, please share this blog, and my book, with colleagues and friends.

**Daily Assignment - 70 Effective Teaching Strategies At A Glance**

[www.bookemon.com/book-profile/daily-assignment/126409](http://www.bookemon.com/book-profile/daily-assignment/126409)

Best Effort and see you next Sunday,  
Linda103

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Posted by linda103 at 7:59 PM No comments: 

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Wednesday, January 11, 2012

## Daily Assignment #99: Pause, Prompt,

# Praise

**Pause, Prompt, Praise** is an effective strategy for supporting students who are struggling with a particularly demanding task.

**PAUSE:** student stops working on the task and talks to the teacher about the difficulty he/she is having.

**PROMPT:** the teacher gives the students strategies to implement.

**PRAISE:** when the student succeeds with the strategy/strategies praise the student for their efforts.

“Pause, Prompt, Praise.” If a student is struggling, pause to discuss the problem, then prompt with specific suggestions to help her improve. If the student’s performance improves as a result, offer praise.

Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement by R. Marzano, D. Pickering, & J. Pollock, ASCD, 2001

A variation of this strategy would be for the teacher to...

**Pause** next to the student. Sometimes just having a teacher stand near by will trigger a connection for the student. It also sends the message that you believe in the students ability to work on the task alone.  
If the student continues to struggle...

**Prompt** by giving simple clues. If the student is still struggling increase the level of clues.  
Examples:

- what is the picture is of?
- read the start of the sentence/ end of the sentence and lets see if we can work it out.
- read on a little bit more and we will come back to it and see if we can make sense of it.
- Looking at the picture and what is happening around this page, what could the word be?

**Pause** between questions to give the student time to process and apply the strategy.

**Praise** the students efforts in using the strategies effectively to complete the task.

Please share this blog with colleagues and friends.

Also, check-out my book on effective strategies:

<http://www.bookemon.com/book-profile/daily-assignment/126409>

Best Effort,  
Linda103

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Posted by linda103 at 6:46 PM No comments:



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Sunday, January 8, 2012

## Daily Assignment #98: The Pygmalion Effect

Often teachers have an expectation, and a belief, as to how students will perform or behave. It is called the Pygmalion effect, named after a Cypriot sculptor from Greek mythology, who fell in love with a female statue he had carved out of ivory, also known as the Rosenthal effect, after psychologist Robert Rosenthal who studied this phenomenon and published a report in the 1968.

The Pygmalion effect is a form of self-fulfilling believe/perception, by a teacher, whether negative or positive, which impacts student performance.

In Rosenthal's study he predicted that when given information that certain students had higher IQs than others, teachers may unconsciously behave in ways that facilitate and encourage the students' success and the inverse for lower IQs.

In the study, a number of teachers were informed that certain students in their class had scored higher on academic and intelligence tests. The teachers were asked to track the progress of those students through the school year. Not surprisingly, those students performed at higher academic levels.

There was one snag in the experiment: The students that Rosenthal had said were academically gifted actually weren't any different from the rest of the students in the class.

James Rhem, executive editor for the online National Teaching and Learning Forum, commented: "When teachers expect students to do well and show intellectual growth, they do; when teachers do not have such expectations, performance and growth are not so encouraged and may in fact be discouraged in a variety of ways."

Teachers send expectations and their beliefs about student learning through their words, actions, lessons/assignments, body language, attitude and responses to students' answers and questions. Teachers must be vigilant in regard in all these areas and some I haven't mentioned. Please refer to Daily Assignment #97.

### References

1. Rosenthal, Robert; Jacobson, Lenore (1992). *Pygmalion in the classroom*.
2. [^ "Pygmalion In The Classroom"](#). Retrieved 18-Oct-2010.

Please share this blog with colleagues and friends. Also, take a look at my free

online book. <http://www.bookemon.com/book-profile/daily-assignment/126409>

Best Effort,

Linda103

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Posted by [linda103](#) at 6:30 PM No comments: 

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Wednesday, January 4, 2012

## Daily Assignment #97: Messages Teachers Send When Responding...

HAPPY NEW YEAR! I hope you all had a wonderful relaxing and safe holiday season.

So, let's get down to business.

Teachers send many messages when responding to students' comments, questions/answers, etc... Unconsciously, and sometimes consciously, we send positive and negative messages through our responses, whether verbal, non-verbal or through our body language.

It is difficult to always manage our responses. Sometimes we don't even realize that we just gave a sigh or rolled our eyes to a student's comment or answer. Imagine how that student feels hearing or seeing the teacher respond in that way. We might be giving certain students positive responses such as, "That's right, very good" or something even more simple as a smile with a nod. Then the next student we just nod or do some other subtle response. The 2nd student is now wondering what they said that was wrong and why didn't the teacher like their response. The rest of the class is thinking the first student is the smart one. Also, they are afraid they may not give a response the teacher will like.

Of course, there are much more extreme examples of teachers' responses and the impacts they have on students. There are teachers who will berate students for giving an incorrect response or an awkward comment. Guess what message they're sending?

This is not to say that a teacher shouldn't address a wrong answer but do it in a respectful way. I know of a teacher who would make a buzzer sound if the answer was wrong and another teacher would shout "WRONG". How humiliating for a student!

If a student gives an incorrect response or says something that doesn't make sense, stick with them. Help them save face. You might want to ask follow-up questions for clarification. A teacher's response can either spur learning forward or shut it down.

Consider having a colleague come in to observe your teaching. Have them collect data on your responses to students. It's a great way to learn what kind of messages you are sending your students.

Please share this blog with colleagues and friends. Also, take a look at my book on

effective strategies.

<http://www.bookemon.com/book-profile/daily-assignment/126409>

Best Effort,

Linda103

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